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ABSTRACT

This is the fourth unit in a series that introduces population concepts into the eighth grade American history curriculum. (See SO 013 782 for an overview of the guide.) In Episode IV, the history topic is union under the Constitution. Objectives are to (1) help the student to examine the need for collecting information on the population during the developing period of a nation; (2) identify the conditions and issues that were the basis for the drafting of Article I, Section 2, of the Constitution; (3) scruntinize the processes of implementing a census in a country; and (4) contrast the Census of 1790 with the Census of 1970 in the United States. In addition to reading and discussing, activities include involving students in administering a census to each other, pretending they are a colonist in 1755 and filling out a census form, role playing the debate concerning the type of government the Constitutional Convention would establish, and role playing legislators in Congress in 1970 with the task of writing a law to implement Article I, Section 2 of the Constitution. (NE)

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RESOURCE MATERIAL DEVELOPMENT
POPULATION DYNAMICS IN EIGHTH GRADE AMERICAN HISTORY

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Episode IV
Taking a Population Census

The Florida State University
Tallahassee, Florida
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SP 013783

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INTRODUCTION

The eight multi-media units of which Taking a Population Census is a part are designed to help the teacher introduce population concepts into the school curriculum. To assist the teacher in this task an "infusion" approach is used, (i.e., the units are introduced into the curriculum in conjunction with a related regular topic in the school-adopted program). The school-adopted program, in this instance, is American History, and an attempt is made to correlate history topics with population topics. The chart on the following page shows the exact correlations for all eight units. Although points of entry are suggested, it is expected that the teacher will make his own judgement as to when is the most propitious time to introduce each unit or population episode. Certainly, depending on how the teacher organizes his course, he may change the sequence of topics, or decide to concentrate and spend time on only a few episodes. Thus, he may decide to spend more than a week on the chosen topic and engage the class in extended activities.

There are two basic assumptions that underlie this series: (1) Since everyone is a population actor, (i.e., decisions are made everyday on such issues as where to buy a new home, how large a family to have, where to go on a vacation, or how to vote on a local zoning ordinance), we all need to understand population phenomena, and. (2) Since we consider population education to be a rational rather than an emotional process, we stress that population concepts are best taught in an inquiry framework where the causes and consequences of population changes are understood

and where alternatives are offered and the reasons or grounds for holding them are carefully presented and examined. Therefore, we have consistently rejected the use of propaganda or indoctrination in teaching and learning population matters.

More specifically, the Program aims at having students participate in the process of inquiry into the nature of human populations and the natural and human consequences of demographic change. Our main goal is to help the teacher and the students make rational decisions about population matters as members of their family and local community, as well as national and world communities, utilizing appropriate information sources and inquiry skills.

RESOURCE MATERIAL DEVELOPMENT
POPULATION DYNAMICS IN EIGHT GRADE AMERICAN HISTORY

	HISTORY TOPICS	POPULATION TOPICS
I.	European Exploration of the New World	Early Stages of the Demographic Transition; Components of Population Change
II.	European Colonization of the New World	Population distribution and Settlement patterns; population characteristics of settlers.
III.	The Late Colonial Period	Comparisons of factors affecting population size between the English and the colonists; effects of high birth rates on population growth in the colonies.
IV.	Union Under the Constitution	Taking a population census under Article I; comparisons made between the census of 1790 and 1970.
V.	Westward Movement, Civil War and Reconstruction	The Changing Regional Balance of the Population; black migration from the south; westward migration
VI.	The Rise of the Cities and Industrialization	Rural/urban differentials in the population; industrialization and the urbanization of America.
VII.	America Becomes a World Power	Immigration as a Component of Population Change
VIII.	United States and World Affairs	The United States in the third stage of the demographic transition; the infusion of technology into developing countries and its effect on population growth.

ORGANIZATION OF THE UNIT

Each unit is divided into two sections — a teacher manual (TM) and a student manual (SM). The teacher manual includes the following:

Evaluation: This is an evaluation form which the teacher can use to measure the student's progress in learning about population matters and issues. The same instrument may be used before and following instruction as pretests and posttests. It is expected that the results of the tests will be used by the teacher to improve instruction. (See separate test booklet).

Goal: This is a statement of what the unit seeks to accomplish in a broad sense.

Objectives: These are specific statements expressed in behavioral terms as to what the unit and its component parts seek to achieve. The objectives, stated in terms of student behaviors, include both population content and inquiry process statements.

Hypotheses: These are potential statements of relationships which seek to explain population phenomena (e.g., relationships among population components — mortality, fertility, migration -- or relationships between changes in population and changes in the socio-political world). While these hypotheses may serve as a broad framework for the pattern of questions and the classroom discussion they are not intended to be used in their present form. As part of the program they are intended primarily for teacher use. Students should

be encouraged to exercise their own judgement about the material and should generate their own hypotheses or generalizations, using their own words and expressions. One important thing to remember here is that forming a hypothesis is the beginning, not the end, of inquiring into population matters.

Background Information: Here the unit provides additional information to the teacher; (i.e., beyond what is available in the student manual). This section would be very important if the topic is complicated or quite new to the teacher and the class.

Materials and Equipment Needed: Student materials are organized around springboards. A springboard is a motivating and thought-provoking material which is used to open up discussion on a topic. Springboards can be produced in several forms including documents, poems, newspaper articles, artifacts, music, or audio-visuals. All the materials furnished in the student packet are normally listed here, as well as other resources and equipment required for a class session.

Procedures: This section provides instructions as to how the materials can be used. This section also includes a list of "What Will You Find Out?" and "What Do You Think?" questions that should be used in class. As was the case with the hypotheses, however, these questions should not be thought of as absolutes. Questions should be modified or new

questions should be added, if necessary, but these changes should be kept to a minimum.

The student manual includes all the springboards which are prepared for classroom use. These materials are the colored pages in this manual, and in most cases should be made available in multiple copies. Each student is expected to have one complete set. In other cases, especially when audio-visuals are used, there is only one set for the entire class.

Each student springboard is marked according to the unit it belongs to. For example, SN-IV-1 means that the springboard is part of Unit IV and that is designed for Day 1. Each unit is divided into five-day segments, normally one class period a day. This does not mean that the teacher may not use the materials for extended periods of time. Rather than thinking of a fixed five-day framework, the teacher should think of a flexible use of materials which is in line with the overall instructional objectives.

For the teacher who wants to get additional information and suggestions on teaching population concepts through inquiry the following references might be useful:

Massialas, Byron G., and Jack Zevin, Creative Encounters in the Classroom: Teaching and Learning through Discovery, New York: John Wiley & Sons, 1967. Provides examples on inquiry teaching and learning and an exercise on classroom use of population charts.

Massialas, Byron G., Nancy F. Sprague, and Joseph B. Hurst, Social Issues through Inquiry: Coping in an Age of Crises, Englewood Cliffs,

New Jersey: Prentice-Hall, Inc., 1975. Practical examples for teachers in dealing reflectively with social concerns in the classroom.

Nam, Charles B., ed., Population and Society, Boston: Houghton Mifflin, 1968. An anthology dealing with substantive population topics.

Options: A Study Guide to Population and the American Future, Washington, D. C.: Population Reference Bureau, 1973. Suggestions for teachers for introducing population ideas in the classroom. Related to the Commission Report and film on "Population Growth and the American Future."

Social Education, special issue on "Population Education," Vol. 36, No. 4 (April, 1972).

The study of population is not only important but it can be fun. We trust that you will try to teach and learn population concepts in this spirit and that our students will join us.

TM-IV-1

GOAL:

To examine the need for collecting information on the population during the developing period of a nation.

OBJECTIVES:

1. The student will examine the activities of a country during a period of development for which population data are necessary.

2. The student will determine the extent to which censuses and other statistics are used during the period.

3. The student will examine the purposes for collecting population data.

4. The student will estimate the quality of the data which were gathered.

5. The student will become familiar with census materials and procedures for taking a census.

6. The student will internalize the need for objective use of population data in making decisions concerning the population.

HYPOTHESES:

1. If a government is to discharge its responsibilities properly, then statistical information about the population of the country is required.

2. When data collection systems are first introduced in a country, the inhabitants are likely to be suspicious of them and may not cooperate fully with the authorities.

3. Once the public understands the usefulness of the data collection systems, they will support the systems and provide the necessary information for accurate collection of information.

4. If a country can only put limited resources and expertise into a data collection system, the resulting information is likely to be of limited quality.

BACKGROUND INFORMATION:

This lesson introduces the idea of the need for counting people as a basis for determining the various duties and responsibilities of government and of society generally. The report of population counts during the colonial period serves both as an indication of who were the main beneficiaries of enumeration and as a means of pointing out the inadequacy and unreliability of the information which was gathered. The interviewing exercise is designed to give students a feeling for the process of obtaining population information, as it may have been gathered in the colonies.

MATERIALS NEEDED:

..Class copies of Springboard #1 (Counting People in Colonial America).
..Class copies of Springboard #2 (Census of New Victoria Township).
..Cassette recorder and tape IV-1 of Springboard #1 (Counting People in Colonial America).

PROCEDURES:

During the colonial days some types of information about the population were collected for the purposes of planning and carrying out the activities of government and commerce. This lesson will familiarize the students with how information about the population was collected; what the government did with it; and how accurate the information was.

I. Distribute to each student springboard #1, "Counting People in Colonial America". Cassette tape IV-1 is a recording of this reading for use with classes in which students read below grade level. Allow

the students approximately ten minutes to read the springboard. The following questions may serve as a guideline for the discussion.

WHAT DO YOU THINK?

1. How do you think the Mercantilists decided how many supplies to bring to the colonies before the first census was taken?
2. List five ways the King tried to count the colonists. What problems did they have with each technique? Which worked best?
3. Do you think it was an easy job to count the people in the colonies? Explain.
4. Other than looking at the census taken in the colonies, how else can we find out how many colonists there were?
5. Why did the King <u>really</u> want to count the people?
6. How did the colonists feel about a census? How do people today feel about a census? Are those feelings different? Why or why not? How do you feel about the census? Explain.

II. Distribute the prototype census forms, springboard #2 to the class. Have the students pair off to administer the census to each other. Be sure to emphasize to the class the need to carry out this activity as though they were residents of the colonies at the time.

When the students have completed the census, they should work individually on the questions on the second page of the springboard. Following this activity the class should tabulate their census data by age and sex. A chart similar to the one presented below could be placed on the board for tabulation.

Age	Male	Female
0-9		
10-19		
20-29		
30-39		
40-49		
50-59		
60-84		
85-older		

A second tabulation should be taken for the size of the family and an average determined for the class. These two sets of data provide a population profile for the class. Have the students discuss this profile in terms of what it tells us about the colonists and the colonies. The students should discuss their responses to springboard #2. Following this, the following questions could serve as a guide for class discussion.

WHAT DO YOU THINK?

1. Based on your experiences, what do you think are some of the problems census-takers have in asking questions and putting the answers down on paper?

2. How do you think the information for each individual and household got summarized at the time to produce totals for cities and the colonies?

3. Would you have wanted to be a marshal? Why or why not?

SM-IV-1
Springboard #1

COUNTING PEOPLE IN COLONIAL AMERICA

Imagine that a group of fifty people on an ocean voyage wrecked on a beautiful island, and decided to stay there. After a few weeks they managed to send a message home to their friends to ask them to send supplies so they could live on the island permanently. What would their friends need to know about these people in order to send them the appropriate amount of food, clothing, agricultural and medical supplies?

When the colonists began to settle in America, the Indians helped them find ways to grow food and build shelters. Most of their needs however, were met by men who were later known as Mercantilists. These men were merchants who sailed ships back and forth across the ocean from England to America, bringing food, clothing and tools. The colonists gave the merchants furs and other goods in exchange. If the merchants brought more food than the colonists needed, it would spoil and the merchants would lose money. Knowing how many people were living in America could solve many of their problems.

Mercantilists were not the only ones who wanted to have a count of the people. The King of England wanted to tax the colonists. Since taxation was based on population, the King needed to know the number of people living in America. The King appointed a group of men, called the Privy Council, to carry out the job of counting the population in the colonies.

The colonists were unable and often unwilling to provide a population count to the King. Some of the church-goers were aware of a story

in the Old Testament of the Bible. This story told of how disease had struck the Israelites after King David had tried to take a count of the number of people in Israel. The colonists did not want the same thing to happen to them.

In 1763 Governor Bernard of Massachusetts attempted to take a census. He tried to count the people three different ways: (1) His first estimate was based on the number of males over sixteen who were eligible to vote. Then he added an estimate of those males who were too poor to pay the poll tax, and finally did the same for females in each category; (2) Another of his estimates was made by multiplying the number of men in the army by four; (3) His third estimate was based on the number of houses. The people who counted the population for Governor Bernard thought an average of five people lived in each house; others thought the number should be five and one-half. If five people lived in each house, the population would be 160,000; if there were five and one-half people per house, then the population would be 176,000. Bernard gave all of the figures to the Board of Trade and let them decide which to use. He himself felt that none of these totals were correct, but that the total was closer to 200,000.

Before long the Board of Trade made many demands for additional kinds of information. By this time, the population was spreading west. The colonists realized that the collection of population data permitted the King to tax them more. They did not want to be taxed.

Sometimes the local officials who were supposed to take the census did not understand how to carry out their jobs. The governors found that

an excellent source of record-keeping was to be found in the churches. While colonial church groups differed on many issues everyone agreed that keeping church records was important. These records dealt with births, deaths and other vital events concerning church members.

As towns grew, it became harder for people to know what was happening to their neighbors. With the beginning of newspapers around 1700, editors discovered that the townspeople had an interest in population information. This seemed to be a way they could keep up with events in the lives of their neighbors. These editors began publishing local church and town records. These records also supplied information for the first health reports. They reported the number of people that had died and the diseases that caused their death.

Later in the 1700's, these lists of information became the London Bills of Mortality. These Bills were used as the main source of information in England by the government. Do you think they offered a satisfactory solution to the census-taking in the colonies?

Adapted from: James H. Cassedy, Demography in Early America, Beginnings of the Statistical Mind. Cambridge, Massachusetts: Harvard University Press, 1969.

SM-IV-1
Springboard #2

Pretend that you are a colonist in 1755. The local officials are coming to your home to find out how many people live there. Fill out the census form below. Then answer the questions on the next page about your census form.

CENSUS OF NEW VICTORIA TOWNSHIP - 1755

	Name	Male or Female	Age
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			

(If there are more people in your family, add additional lines).

TOTAL NUMBER IN FAMILY: _____

SM-IV-1
Springboard #2
Page Two

Answer the first five questions about your census form. Then answer questions 6 and 7 based on what you know about the early colonists.

1. How large is your family? _____

2. How many adults live in your home? _____

3. How many children live in your home? _____

4. How many males are in your family? _____

5. How many females are in your family? _____

6. Why would a colonist want this number of children in his family? (Use your answer to question #3, above).

7. Would a colonist prefer to have sons or daughters? Explain your answer.

TM-IV-2

GOAL:

To identify the conditions and issues that were the basis for the drafting of Article I, Section 2, of the Constitution.

OBJECTIVES:

1. The student will examine the conditions under which the U. S. Constitution was drafted.

2. The student will examine and enact through a role playing activity the diverse opinions of the colonial leaders on the methods for determining the form of the new government (small states versus large states).

3. The student will take a position on the basic assumptions of Article I, Section 2, of the Constitution, and will compare his position with the decision actually made by the Constitutional Convention (representation vs. taxation).

4. The student will determine why one segment of the population was treated differently than another segment in Article I, Section 2, and will look into the legal status of the Article today.

HYPOTHESES:

1. When a country has been under the rule of an autocracy and the people seek to be independent of the autocracy, the move toward representative government will be relatively strong.

2. Even after representative government has been decided upon as a national goal, there will be differences of opinion in the country regarding the basis for electing representatives.

3. If a society elects to have a representative government, the form of representation it will select will depend on the prevailing notions of how people in the society are valued.

BACKGROUND INFORMATION:*

The Constitutional provisions which led to the first census of the United States were drawn up by representatives to the Constitutional

*The Background Information is adapted from William Rossiter, A Century of Population Growth, (Washington: Government Printing Office, 1907).

Convention. It was the practical problem of balancing power -- rather than a scientific interest in obtaining statistics on the people -- that gave birth to the census. In forming the new government, the big states, like wealthy and populous Virginia, wanted representation proportionate to their power, but the little ones, like tiny Delaware, were reluctant to lose the equal voting status they enjoyed under the Articles of Confederation.

In the end the delegates agreed on the Great Compromise, proposing a Congress with two branches: the Senate, where all states would be represented equally, and the House of Representatives, where those with the most people would have the greatest vote. To decide the number of representatives for each state, a count would be made of the people. Article I, section 2, of the new Constitution provided:

> Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of years, and excluding Indians not taxed, three-fifths of all other Persons. The actual Enumeration shall be made within three years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall be Law direct.

One part of this law reflects the tensions of the times counting "three fifths of all other Persons." This reflects the tension between the North and the South over the question of slavery. The South wanted slaves to count as "whole" people so they could have more representation in Congress. No one knew how many Indian tribes existed. A second question of interest is the idea that states would be taxed according to their population. As a result of this, states did not want to inflate their population.

MATERIALS NEEDED:

..Class copies of springboard #1 (Debate at Convention).
..Name cards assigning each student the identity of a member of the Convention.
..Class copies of springboard #2 (Worksheet).
..Class copies of springboard #3 (Article I, Section 2).
..Class copies of springboard #4 (Writing a Letter Back Home).

PROCEDURES: (This session will take two days of class instruction).

Article I, Section 2, of the Constitution provides for a census to be taken every ten years in the United States. The purpose of this lesson is to have the class participate in a re-enactment of the Constitutional Convention when it debated and voted on Article I, Section 2, of the Constitution. It should help the students understand why the Article was written the way it was.

I. The class should begin by having the students re-enact the debate concerning the type of government the Constitutional Convention would establish. Roles should be assigned so that the debate can be read outloud. Once this has been completed the class should discuss the following questions.

WHAT DO YOU THINK?

1. What were some of the plans suggested for the new government?
2. Did the small and large states differ on what they proposed? Why did they have different plans?
3. If there were any differences, did they result in conflict?
4. How was the conflict between large and small states resolved?
5. How do you resolve conflicts among your friends? Your family? Are there times when you are not willing to compromise to resolve conflict? Explain.

II. The United States was the first country to have a regular population census written into its Constitution. In this part of the class session each student is expected to play the role of a member of the Convention. The students should have established that the U. S. Government will have two houses of Congress. The students should be assigned a state to represent. It might be helpful to have each student wear a name tag identifying his or her state. Depending on the size of the class, two or three students may team together to represent a state.

Pennsylvania	Connecticut	South Carolina
New Hampshire	New York	Georgia
New Jersey	Maryland	Rhode Island
Delaware	Virginia	North Carolina
Massachusetts		

The student should be given about 15 minutes to meet with the other representatives from their state. They should determine whether they are a large or small state and whether they are a northern or southern state. The students task will be to propose a law about how the population will be counted (see springboard #2).

The teacher should make a list on the board of some of the things the students should consider in writing their laws:

--Representation to Congress.
—Taxation based on population.
—How do you count males, females & children?
—How do you count land owners, non-land owners?
--How do you count slaves?
--How do you count Indians?

Each group (state) should select one member of their group to report to the large group. The class should try to decide on a law that is fair and/or acceptable to the representatives from each state.

This activity should help the students discover how difficult it was to write the Constitution and how compromises must be made as well as the kind of data that they would need to have.

III. Springboard #3 is an adapted version of the actual Article I, Section 2, of the Constitution. Students should be given a copy of the actual law for comparison with their own law. The class should try to determine why the law was written the way it was.

IV. Once the Constitution was written, it did not immediately become law. Two-thirds of the states had to vote to accept it. A battle began within the states. Some states approved the Constitution quickly. Others did not. Questions related to springboard #4 ask the students to take a position about the actual Article I, Section 2, decided upon by the Convention.

SM-IV-2
Springboard #1

Read the debate that went on at the Constitutional Convention. Try to decide the views of the small states and the large states on how the Congress should be made. It should be noted that a majority vote on any question was enough to pass it.

Constitutional Convention. One side of the debate became known as the Virginia plan. The other side was known as the New Jersey Plan.

Randolph: Mr. Chairman - I would like to have a National Congress that has two houses. The first house would be elected by the people according to the number of free citizens that a state has. The second house would be elected by the members of the first house and would serve for life.

Ellsworth: A National Congress like this will never pass in my state. The people will be afraid of the large states. If a plan like this one passes, a state like Delaware will be given only one vote while Virginia will be given twelve votes. This is neither fair nor right.

Patterson: (New Jersey) - I would like to propose another plan that would be more equal than the one proposed by Mr. Randolph. I also suggest that the National Congress be made up of two houses. One house should be made up of two people from each state. The delegates would be elected by the people of that state. The second house would be made up of people elected by the first house.

Davie: (North Carolina) - Although I am from a large state, I agree with Mr. Ellsworth. If each state is represented according to the number of

free citizens in the state, our Congress will be too large. We will have over ninety people in the Congress the first year. As other states join the United States, the Congress will get too large. They will be unable to do any work.

Washington: The New Jersey plan will never pass. There are seven small states, and only six large states in the United States. If we allow each state to send only two people to the house of Congress, then the minority (small group) will rule the majority (large group).

Ellsworth: The large states will take away all the freedom from the small states if they have so many people in Congress. My states will not join the United States if the house is made up in this manner.

King: (Massachusetts) - I do not believe that the differences are between the North and the South. The northern states are industrial and do not have many slaves. The southern states are agricultural and have slaves.

Randolph: I do not agree with Mr. King. If the states are voting on an issue like taxes and spending, the small states will take away too much money from the large states. The large states will be hurt by this plan. The house must be filled by the number of people in the state. The Virginia Plan is the best plan.

Patterson: The little states will be hurt by the large states. We will have no power. Virginia alone will have more votes than all of the small

states together. I do not see in any way that we can have a United States when we have such a large conflict and disagreement. The New Jersey Plan is the only one my people will accept.

Bedford: (Delaware) - People act according to their own interests. The small states must have some power. The Virginia Plan will have the larger states becoming bigger at the expense of the smaller states.

Franklin: When a broad table is to be made, and the edges of the planks do not fit, the artist takes a little from both and makes a good joint.

Adapted from: Willis Mason West, ed., A Source Book in American History to 1787. Boston: Allyn and Bacon, 1913.

SM-IV-2
Springboard #2

I am a citizen of the State of _____ in the United States.

My state is a _____ (small, large) state.

My state is in the _____ (north, south).

Our recommendation to the Convention for a law about how people should be counted in the United States is as follows:

SM-IV-2
Springboard #2

I am a citizen of the State of _____ in the United States.

My state is a _____ (small, large) state.

My state is in the _____ (north, south).

Our recommendation to the Convention for a law about how people should be counted in the United States is as follows:

SM-IV-2
Springboard #4

Writing A Letter Back Home

Suppose you are a farmer living in Delaware in 1788. Most of your family lives in Rhode Island. Delaware was one of the first states to approve the Constitution. The people in Rhode Island do not want anything to do with it. Write a letter to your family telling why you think they should or should not approve the Constitution. Be sure to include Article I, Section 2, in your discussion.

TM-IV-3

GOAL:

To examine the processes of implementing a census in a country.

OBJECTIVES:

1. The student will analyze the procedures for preparing and carrying out the first census.
2. The student will review the content of the first census in 1790.
3. The student will discover the intended uses of the first census.
4. The student will develop a plan which might have improved the collection of population data in the first census.

HYPOTHESES:

1. If a census is to be carried out, then there must be enabling legislation.
2. The taking of a census requires a vast amount of resources and organizational skills.
3. If a census is being taken for the first time in a country, then the content will be limited to only a few items of information that can be reliably collected.
4. Once a census is taken in a country, its results will be used in planning and carrying out the affairs of government and in executing other societal functions.

BACKGROUND INFORMATION:

Although the Constitution required that a census be taken every ten years, it did not give enough information to determine how a census would be taken or what information would be collected. Congress had to decide these questions and write a law to implement a census. After lengthy debates, a census act was passed.

The first census act (1790) did not require an occupational listing since most men had several jobs depending on the season of the year. The

census did require that free white males be counted in two groups -- those above and those below the age of sixteen. This gave information to the government about military potential of the country. The job of counting people was given to the United States Marshals. They could appoint assistants to help carry out the census. Each marshal was required to count the people in his state and report the number to the President of the United States on or before September 1, 1791.

Except in Massachusetts, each assistant marshal provided his own pen and paper. Each marshal determined the size and the shape of his schedules -- and they varied from four inches to 3 feet.*

MATERIALS NEEDED:

..Class copies of Article I, Section 2, of the Constitution (springboard #3 from previous day)
..Class copies of the Census Act of 1790 (springboard #1).

PROCEDURES:

Yesterday the class examined Article I, Section 2, of the Constitution Today they will examine the process through which it was implemented into law.

I. Each student should be given a copy of Article I, Section 2, to review. The class should be divided into groups of approximately five persons each for this task. They are to pretend that they are legislators in Congress in 1790 with the task of writing a law to implement Article I, Section 2. Considering everything they know about the

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*Adapted from William Rossiter, A Century of Population Growth, (Washington: Government Printing Office, 1907).

United States after the American Revolution, the students should write a law to determine how the census will be taken. The following questions should be considered:

How will the census be taken?
When will the census be taken?
Who will take the census?
What data should be collected about the population?

When this activity is completed, one member from each group should report to the class.

II. Once the students have developed their own laws, comparisons should be made with the actual Census Act of 1790. The students should try to decide why the two may differ (if this is the case). The following questions could serve as a guideline for class discussion.

WHAT DO YOU THINK?

1. What resources were needed to take the census?
2. How much information was asked in the census schedule (questionnaire)? Why do you suppose these questions were considered to be important?
3. What was left out? Why do you suppose these items were left out?
4. Why do you suppose fines were given to the Marshals if they didn't take a census?
5. Why did they give a fine to persons 16 years old and over who refused to provide census information? How might this affect the kind of information they received?
6. Why was there no printed form of schedule for the census? How might this affect the results?
7. Counting the people was done by summarizing the number of people in each category for a given household. How might this affect the results of the census?
8. How important is a census? Should a census be taken using a uniform census schedule?

9. If you were a governmental official, how would you use the results of the census? If you were a businessman, how would you use them?

10. Can census data be usefule to you as a student? Why or why not?

SM-IV-3
Springboard #1

Census Act of 1790
Approved by Congress March 1, 1790
An Act providing for a census of the population
of the United States (adapted)

Section 1:

The Senate and the House of Representatives of the Congress of the United States declare that this is law. The United States marshal in each district is required to count every person in their state with the exception of Indians who are not taxed. The marshal shall separate free persons, including indentured servants, from all other people in their count. He shall record the sex and the color of all free persons. All free males shall be classified as over or under sixteen years of age.

Each marshal has the power to appoint as many assistants as is necessary to county the population. Each marshal will take the following oath before a judge or a justice of the peace:

> I _____(name), marshal of the district of _____, do solemnly swear that I will cause to be made, a just and perfect counting and description of all persons living in my district, and I will send the count to the President of the United States according to the best of my ability.

The census will begin on August 1, 1790, and shall take nine months to be completed. Each family will be listed according to the names of their family head. Each family will be counted according to the following categories.

> Names of heads of families _____
> Free white males over 16 years old _____
> Free white males under 16 years old _____
> Free white females
> All other free persons
> All other persons (count as 3/5 of a person)

Section 2:

If an assistant does not count the people in his district and report to the marshal, he will be fined $200.00

Section 3:

Each marshal shall file his population count with the clerk of his district court. Before September 1, 1791, he shall send a copy of his count to the President of the United States. Every marshal who fails to file the count with the clerk of the district court or the President will be fined $800.00 for each violation.

Section 4:

The assistants will be paid according to the following scale:

$1.00 for every 100 persons counted who live in the country
$1.00 for every 300 persons who live in a city of more than 5,000 inhabitants.

If an assistant feels this is unfair, he can appeal to the marshal and the judges.

The marshals of each district shall be paid according to the following scale:

The marshal of Massachusetts....	$300.00
The marshal of Maine	200.00
The marshal of New Hampshire ...	200.00
The marshal of Connecticut	200.00
The marshal of New York	300.00
The marshal of New Jersey	200.00
The marshal of Pensylvania	300.00
The marshal of Delaware	100.00
The marshal of Maryland	300.00
The marshal of Virginia	500.00
The marshal of Kentucky	250.00
The marshal of North Carolina ..	350.00
The marshal of South Carolina ..	300.00
The marshal of Georgia	250.00

Section 5:

Every person will be counted in the district where he is living on August 1, 1790. Even if he moves after this date, he will be counted according to where he was living on August 1, 1790.

Section 6:

Every person over sixteen years old is obligated to answer all questions the assistant asks him. If he refuses to give information, he will be fined $20.00. The assistant will be given one-half of the fine and the other half will go to the United States Government.

Section 7:

Before each assistant gives his report to the marshal, he shall post two copies in a public place so that the members of the district can see the final count.

TM-IV-4

GOAL:

To contrast the Census of 1790 with the Census of 1970 in the United States.

OBJECTIVES:

1. The student will survey the scope of the 1970 Census.
2. The student will compare and contrast the censuses of 1790 and 1970.
3. The student will discover the essential differences in the two censuses — how they were taken, their content, and their uses.
4. The student will discover how population information may be useful in resolving social, economic, or political problems.

HYPOTHESES:

1. If a society has reached a relatively advanced stage of development, then its censuses will be more elaborate than those in developing societies.
2. As governments increase their functions, more detailed statistical information becomes necessary.

BACKGROUND INFORMATION:

Of the many contrasts between the first enumeration of the United States and the census today, three are particularly striking.

First is the public nature of the early census schedules. Not only was there no attempt at keeping the records private, there was a careful provision that a signed copy of the list of inhabitants of each division be posted at two of the most public places...there to remain for the inspection of all concerned. The public posting of records, designed to insure no one's being missed in the count, is in sharp contrast to the protection of the individual's privacy today. Not only is every census

taker now sworn to secrecy under oath (and under penalty of fine and jail sentence), but no other branch of government nor any other individual has access to census records. Under a policy required by law which the Bureau of the Census calls confidentiality, the personal information contained in census records is held as an inviolable trust.

Second is the simplicity of the questions asked and the tallies derived. Side by side, the slim pamphlet of 1790 and the long shelf of 1970 census publications tell their own story. In the first census, persons were listed only by families. Without the names of individuals, only simple totals were possible. Not until 1850 was each person listed by name, making possible the complicated combinations of information which are at the heart of census analysis today.

Third is the casualness in establishing systems and checking the figures. There were no printed forms to insure consistency, no maps and directions for the marshals and assistants to follow, no supervisors to review the work as it was being done. In Philadelphia the marshals' records were simply turned over to the Secretary of State to total. Unlike a modern census, when every effort is made to catch mistakes before and after they occur, there seems to have been little interest in ways of detecting errors. In fact, there was not even an arithmetical check of the numbers themselves!

MATERIALS NEEDED:

..Class copies of 1790 census
..Class copies of 1970 census

PROCEDURES:

Censuses have been taken in the United States every ten years since 1790. The purpose of this lesson is to make you aware of the enormous changes which have taken place in U. S. censuses since 1790, by contrasting the Census of 1790 with the one taken in 1970.

I. Students should be given copies of the census results of 1790 (Springboard #1). The class should review what they discovered about how the census was taken and what information was asked.

II. Students should be given copies of the United States Census of 1970 (Springboard #2), and given time to become familiar with the various parts of the form. Following this activity the students should compare and contrast the two census schedules.

WHAT DO YOU THINK?

1. Are the two censuses similar? In what ways are they alike? different? (responses should include (a) length; (b) kinds of topics covered; (c) the detail of questions asked).
2. What does each census schedule say about the CONFIDENTIALITY of information provided? Why do you suppose this is so different?
3. What was the purpose of the 1790 census? the 1970 census? How can the information in the 1970 census be used?
4. What other kinds of information should be collected by the census?
5. Do you think any questions are asked that shouldn't be? Would you ask any questions in a different way?
6. How does the census benefit you personally? your family?

III. (optional) In this activity the students will develop a short census which they can take of their own class, grade or school. To begin this activity the class should select one problem which could be resolved if knowledge of their own population was available (e.g., there are _____ number of eighth graders in our school this year; by counting the number of brothers and sisters each of us have that are younger than we, we can predict how many eighth graders there will be in 1980. This will help our school decide about the number of books to buy, teachers to hire, classrooms to build, etc). Once a problem has been determined, the class should write a census schedule to find out the necessary information for resolving the problem. The census should be administered, tabulated, analyzed and a final report written to the principal of the school.

SM-IV-4
Springboard #1

POPULATION OF THE UNITED STATES AS RETURNED AT THE FIRST CENSUS, BY STATES: 1790

DISTRICT	Free White males of 16 years and upward, including heads of families	Free white males under 16 years	Free white females, including heads of families	All other free persons.	Slaves	Total
Vermont	22,435	22,328	40,505	255	16	85,539
New Hampshire	36,086	34,851	70,160	630	158	141,885
Maine	24,384	24,748	46,870	538	None	96,540
Massachusetts	95,543	87,289	190,582	5,463	None	378,787
Rhode Island	16,019	15,799	32,652	3,407	948	68,825
Connecticut	60,523	54,403	117,448	2,808	2,764	237,946
New York	83,700	78,122	152,320	4,654	21,324	240,120
New Jersey	45,251	41,416	83,287	2,762	11,423	184,139
Pennsylvania	110,788	106,948	206,363	6,537	3,737	434,373
Delaware	11,783	12,143	22,384	3,899	8,887	59,094
Maryland	55,915	51,339	101,395	8,043	103,036	319,728
Virginia	110,936	116,136	215,046	12,866	292,627	747,610
Kentucky	15,154	17,057	28,922	144	12,430	73,677
North Carolina	69,988	77,506	140,710	4,975	100,572	393,751
South Carolina	35,576	37,722	66,880	1,801	107,094	249,073
Georgia	13,103	14,044	25,739	398	29,264	82,548
Total number of inhabitants of the United States exclusive of Southwest and Northwest territories	807,094	791,850	1,541,263	59,150	694,280	3,893,635

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This leaflet shows the content of the questionnaires being used in the 1970 Census of Population and Housing. See explanatory notes on the page 1 flap.

UNITED STATES CENSUS

This is your Official Census Form

Please fill it out and mail it back on Census Day, Wednesday, April 1, 1970

	a1.	a2.	a3.	a4.	a5.

If the address shown above has the wrong apartment identification, please write the correct apartment number or location here:

INFORMATIONAL COPY

How To Fill This Form

Use a black pencil to answer the questions.

This form is read by an electronic computer. Black pencil is better to use than ballpoint or other pens.

Fill circles "○" like this: ●

The electronic computer reads every circle you fill. If you fill the wrong circle, erase the mark completely, then fill the right circle.

When you write an answer, print and write clearly.

See the filled-in example on the yellow instruction sheet.

This example shows how to fill circles and write in answers. If you are not sure of an answer, give the best answer you can.

If you have a problem, look in the instruction sheet.

The instructions are numbered the same as the questions on the Census form.

If you need more help, call the Census office.

You can get the number of the local office from telephone "Information" or "Directory assistance."

3. **Your answers are CONFIDENTIAL. The law (Title 13, United States Code) requires that you answer the questions to the best of your knowledge.**

Your answers will be used only for statistical purposes and cannot, by law, be disclosed to any person outside the Census Bureau for any reason whatsoever.

The householder should make sure that the information is shown for everyone here.

If a boarder or roomer or anyone else prefers not to give the householder all his information to enter on the form, the householder should give at least his name, relationship, and sex in questions 1 to 3, then mail back the form. A Census Taker will call to get the rest of the information directly from the person.

4. **Check your answers. Then, mail back this form on Wednesday, April 1, or as soon afterward as you can. Use the enclosed envelope; no stamp is needed.**

Your cooperation in carefully filling out the form and mailing it back will help make the census successful. It will save the government the expense of calling on you for the information.

PLEASE CONTINUE

...partment of Commerce
...f the Census

4143

5. Answer the questions in this order:

Questions on page 2 about the people in your household.

Questions on page 3 about your house or apartment.

6. In Question 1 on page 2, please list each person who was living here on Wednesday, April 1, 1970, or who was staying or visiting here and had no other home.

EXPLANATORY NOTES

This leaflet shows the content of the 1970 census questionnaires. The content was determined after review of the 1960 census experience, extensive consultation with many government and private users of census data, and a series of experimental censuses in which various alternatives were tested.

Three questionnaires are being used in the census and each household has an equal chance of answering a particular form.

80 percent of the households answer a form containing only the questions on pages 2 and 3 of this leaflet.

15 percent and **5 percent** of the households answer forms which also contain the specified questions on the remaining pages of this leaflet. The 15-percent form does not show the 5-percent questions, and the 5-percent form does not show the 15-percent questions. On both forms, population questions 13 to 41 are repeated **for each** person in the household but questions 24 to 41 do not apply to children **under 14 years of age**.

The same sets of questions are used throughout the **country, regardless of whether the census** in a particular area is conducted by mail **or house-to-house canvass**. An illustrative example is enclosed with each questionnaire to help the **householder complete the form**.

5. Answer the questions in this order:

Questions on page 2 about the people in your household.

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80, 15, and 5 percen

DO NOT MARK THIS COLUMN

Line No

Print names in this order:
- Head of the household
- Wife of head
- Unmarried children, oldest first
- Married children and their families
- Other relatives of the head
- Persons not related to the head

1. WHAT IS THE NAME OF EACH PERSON who was living here on Wednesday, April 1, 1970 or who was staying or visiting here and had no other home?

2. HOW IS EACH PERSON RELATED TO THE HEAD OF THIS HOUSEHOLD?

Fill one circle.

If "Other relative of head," also give exact relationship, for example, mother-in-law, brother, niece, grandson, etc.

If "Other not related to head," also give exact relationship, for example, partner, maid, etc.

3. SE

Fill ci

Line No	1. Name	2. Relationship	3. SE
(1)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	M Fem
(2)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	M Fem
(3)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	Ma Fem
(4)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	Ma Fem
(5)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	Ma Fem
(6)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	Mal Fema
(7)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	Male Fema
(8)	Last name First name Middle initial	○ Head of household ○ Wife of head ○ Son or daughter of head ○ Other relative of head— *Print exact relationship* ○ Roomer, boarder, lodger ○ Patient or inmate ○ Other not related to head— *Print exact relationship*	Male Female

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9. *If you used all 8 lines* —**Are there any other persons in this household?** Yes No 4/4

Do not list the others; we will call to get the information.

10. Did you leave anyone out of Question 1 because you were not sure if he should be listed—for example, a new baby still in the hospital, or a lodger who also has another home? Yes No

On back page, give name(s) and reason left out.

11. D w fc

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4. COLOR OR RACE	DATE OF BIRTH			8. WHAT IS EACH PERSON'S MARITAL STATUS?
	5. Month and year of birth and age last birthday	6. Month of birth	7. Year of birth	
Fill one circle. If "Indian (American)," also give tribe. If "Other," also give race.	Print	Fill one circle	Fill one circle for first three numbers / Fill one circle for last number	Fill one circle
○ White ○ Japanese ○ Hawaiian ○ Chinese ○ Korean ○ Negro or Black ○ Filipino ○ Other– Print race ○ Indian (Amer.) Print tribe →	Month Year Age	○ Jan.-Mar. ○ Apr.-June ○ July-Sept. ○ Oct.-Dec.	○ 186- ○ 187- ○ 188- ○ 189- ○ 190- ○ 191- ○ 192- ○ 193- ○ 194- ○ 195- ○ 196- ○ 197- / ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9	○ Now married ○ Widowed ○ Divorced ○ Separated ○ Never married
○ White ○ Japanese ○ Hawaiian ○ Chinese ○ Korean ○ Negro or Black ○ Filipino ○ Other– Print race ○ Indian (Amer.) Print tribe →	Month Year Age	○ Jan.-Mar. ○ Apr.-June ○ July-Sept. ○ Oct.-Dec.	○ 186- ○ 187- ○ 188- ○ 189- ○ 190- ○ 191- ○ 192- ○ 193- ○ 194- ○ 195- ○ 196- ○ 197- / ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9	○ Now married ○ Widowed ○ Divorced ○ Separated ○ Never married
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Make no mark in this margin

Make no mark in this margin

you list anyone in Question 1 is away from home now—example, on a vacation or hospital?	Yes ○ No	12. Did anyone stay here on Tuesday, March 31, who is not already listed?	○ Yes ○ No
	On back page, give name(s) and reason person is away.		On back page, give name of each visitor for whom there is no one at his home address to report him to a census taker.

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80, 15, and 5 percent (100 percent)

A. How many living quarters, occupied and vacant, are at this address?

- One
- 2 apartments or living quarters
- 3 apartments or living quarters
- 4 apartments or living quarters
- 5 apartments or living quarters
- 6 apartments or living quarters
- 7 apartments or living quarters
- 8 apartments or living quarters
- 9 apartments or living quarters
- 10 or more apartments or living quarters
- This is a mobile home or trailer

Answer these questions for your living quarters

H1. Is there a telephone on which people in your living quarters can be called?

Yes → What is the number? _____ *Phone number*

No

H2. Do you enter your living quarters—

- Directly from the outside or through a common or public hall?
- Through someone else's living quarters?

H3. Do you have complete kitchen facilities?

Complete kitchen facilities are a sink with piped water, a range or cook stove, and a refrigerator.

- Yes, for this household only
- Yes, but also used by another household
- No complete kitchen facilities for this household

H4. How many rooms do you have in your living quarters?

Do not count bathrooms, porches, balconies, foyers, halls, or half-rooms.

- 1 room
- 2 rooms
- 3 rooms
- 4 rooms
- 5 rooms
- 6 rooms
- 7 rooms
- 8 rooms
- 9 rooms or more

H5. Is there hot and cold piped water in this building?

- Yes, hot and cold piped water in this building
- No, only cold piped water in this building
- No piped water in this building

H6. Do you have a flush toilet?

- Yes, for this household only
- Yes, but also used by another household
- No flush toilet

H7. Do you have a bathtub or shower?

- Yes, for this household only
- Yes, but also used by another household
- No bathtub or shower

H8. Is there a basement in this building?

- Yes
- No, built on a concrete slab
- No, built in another way *(include mobile homes and trailers)*

H9. Are your living quarters—

- Owned or being bought by you or by someone else in this household? *Do not include cooperatives and condominiums here.*
- A cooperative or condominium which is owned or being bought by you or by someone else in this household?
- Rented for cash rent?
- Occupied without payment of cash rent?

H10a. Is this building a one-family house?

- Yes, a one-family house
- No, a building for 2 or more families or a mobile home or trailer

b. *If "Yes"*— Is this house on a place of 10 acres or more, or is any part of this property used as a commercial establishment or medical office?

- Yes, 10 acres or more
- Yes, commercial establishment or medical office
- No, none of the above

H11. *If you live in a one-family house which you own or are buying*— What is the value of this property; that is, how much do you think this property (house and lot) would sell for if it were for sale?

- Less than $5,000
- $5,000 to $7,499
- $7,500 to $9,999
- $10,000 to $12,499
- $12,500 to $14,999
- $15,000 to $17,499
- $17,500 to $19,999
- $20,000 to $24,999
- $25,000 to $34,999
- $35,000 to $49,999
- $50,000 or more

If this house is on a place of 10 acres or more, or if any part of this property is used as a commercial establishment or medical office, do not answer this question.

H12. *Answer this question if you pay rent for your living quarters.*

a. *If rent is paid by the month*— What is the monthly rent?

Write amount here → $ _____ .00 *(Nearest dollar)*

and

Fill one circle

- Less than $30
- $30 to $39
- $40 to $49
- $50 to $59
- $60 to $69
- $70 to $79
- $80 to $89
- $90 to $99
- $100 to $119
- $120 to $149
- $150 to $199
- $200 to $249
- $250 to $299
- $300 or more

b. *If rent is not paid by the month*— What is the rent, and what period of time does it cover?

$ _____ .00 per

(Nearest dollar) *(Week, half-month, year, etc.)*

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a4. Block number	a5. Serial number
0	0 0 0
1	1 1 1
2	2 2 2
3	3 3 3
4	4 4 4
5	5 5 5
6	6 6 6
7	7 7 7
8	8 8 8
9	9 9 9

B. Type of unit or quarters

Occupied
- First form
- Continuation

Vacant
- Regular
- Usual residence elsewhere

Group quarters
- First form
- Continuation

For a vacant unit also fill C, D, A, H2 to H8, and H10 to H12

C. Vacancy status

Year round—
- For rent
- For sale only
- Rented or sold, not occupied
- Held for occasional use
- Other vacant

Seasonal
Migratory

D. Months vacant

- Less than 1 month
- 1 up to 2 months
- 2 up to 6 months
- 6 up to 12 months
- 1 year up to 2 years
- 2 years or more

C/O

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H13. *Answer question H13 if you pay rent for your living quarters.*

In addition to the rent entered in H12, do you also pay for—

a. **Electricity?**
- ○ Yes, average monthly cost is → $ _____.00 *Average monthly cost*
- ○ No, included in rent
- ○ No, electricity not used

b. **Gas?**
- ○ Yes, average monthly cost is → $ _____.00 *Average monthly cost*
- ○ No, included in rent
- ○ No, gas not used

c. **Water?**
- ○ Yes, yearly cost is → $ _____.00 *Yearly cost*
- ○ No, included in rent or no charge

d. **Oil, coal, kerosene, wood, etc.?**
- ○ Yes, yearly cost is → $ _____.00 *Yearly cost*
- ○ No, included in rent
- ○ No, these fuels not used

H14. **How are your living quarters heated?**
Fill one circle for the kind of heat you use most.
- ○ Steam or hot water system
- ○ Central warm air furnace with ducts to the individual rooms, or central heat pump
- ○ Built-in electric units *(permanently installed in wall, ceiling, or baseboard)*
- ○ Floor, wall, or pipeless furnace
- ○ Room heaters with flue or vent, burning gas, oil, or kerosene
- ○ Room heaters without flue or vent, burning gas, oil, or kerosene *(not portable)*
- ○ Fireplaces, stoves, or portable room heaters of any kind
- In some other way—*Describe* → _____
- ○ None, unit has no heating equipment

H15. **About when was this building originally built?** *Mark when the building was first constructed, not when it was remodeled, added to, or converted.*
- ○ 1969 or 1970
- ○ 1965 to 1968
- ○ 1960 to 1964
- ○ 1950 to 1959
- ○ 1940 to 1949
- ○ 1939 or earlier

H16. **Which best describes this building?**
Include all apartments, flats, etc., even if vacant.
- ○ A one-family house detached from any other house
- ○ A one-family house attached to one or more houses
- ○ A building for 2 families
- ○ A building for 3 or 4 families
- ○ A building for 5 to 9 families
- ○ A building for 10 to 19 families
- ○ A building for 20 to 49 families
- ○ A building for 50 or more families
- ○ A mobile home or trailer
- Other— *Describe* _____

H17. **Is this building—**
- ○ On a city or suburban lot?— *Skip to H19*
- ○ On a place of less than 10 acres?
- ○ On a place of 10 acres or more?

H18. **Last year, 1969, did sales of crops, livestock, and other farm products from this place amount to—**
- ○ Less than $50 (or None)
- ○ $50 to $249
- ○ $250 to $2,499
- ○ $2,500 to $4,999
- ○ $5,000 to $9,999
- ○ $10,000 or more

H19. **Do you get water from—**
- ○ A public system *(city water department, etc.)* or private company?
- ○ An individual well?
- ○ Some other source *(a spring, creek, river, cistern, etc.)*?

H20. **Is this building connected to a public sewer?**
- ○ Yes, connected to public sewer
- ○ No, connected to septic tank or cesspool
- ○ No, use other means

H21. **How many bathrooms do you have?**
A complete bathroom is a room with flush toilet, bathtub or shower, and wash basin with piped water.

A half bathroom has at least a flush toilet or bathtub or shower, but does not have all the facilities for a complete bathroom.
- ○ No bathroom, or only a half bathroom
- ○ 1 complete bathroom
- ○ 1 complete bathroom, plus half bath(s)
- ○ 2 complete bathrooms
- ○ 2 complete bathrooms, plus half bath(s)
- ○ 3 or more complete bathrooms

H22. **Do you have air-conditioning?**
- ○ Yes, 1 individual room unit
- ○ Yes, 2 or more individual room units
- ○ Yes, a central air-conditioning system
- ○ No

H23. **How many passenger automobiles are owned or regularly used by members of your household?**
Count company cars kept at home.
- ○ None
- ○ 1 automobile
- ○ 2 automobiles
- ○ 3 automobiles or more

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[redacted] contains the questions shown [redacted] percent] item contains the ques- [redacted] first column of page 4 and the [redacted]

H24a. How many stories (floors) are in this building?

- 1 to 3 stories
- 4 to 6 stories
- 7 to 12 stories
- 13 stories or more

b. *If 4 or more stories*— Is there a passenger elevator in this building?

Yes No

H25a. Which fuel is used most for cooking?

Gas — From underground pipes serving the neighborhood		Coal or coke	
Gas — Bottled, tank, or LP		Wood	
Electricity		Other fuel	
Fuel oil, kerosene, etc.		No fuel used	

b. Which fuel is used most for house heating?

Gas — From underground pipes serving the neighborhood		Coal or coke	
Gas — Bottled, tank, or LP		Wood	
Electricity		Other fuel	
Fuel oil, kerosene, etc.		No fuel used	

c. Which fuel is used most for water heating?

Gas — From underground pipes serving the neighborhood		Coal or coke	
Gas — Bottled, tank, or LP		Wood	
Electricity		Other fuel	
Fuel oil, kerosene, etc.		No fuel used	

H26. How many bedrooms do you have?
Count rooms used mainly for sleeping even if used also for other purposes.

- No bedroom
- 1 bedroom
- 2 bedrooms
- 3 bedrooms
- 4 bedrooms
- 5 bedrooms or more

5 percent

H27a. Do you have a clothes washing machine?

- Yes, automatic or semi-automatic
- Yes, wringer or separate spinner
- No

b. Do you have a clothes dryer?

- Yes, electrically heated
- Yes, gas heated
- No

c. Do you have a dishwasher *(built-in or portable)*?

Yes No

d. Do you have a home food freezer which is separate from your refrigerator?

Yes No

H28a. Do you have a television set? *Count only sets in working order.*

- Yes, one set
- Yes, two or more sets
- No

b. *If "Yes"*— Is any set equipped to receive UHF broadcasts, that is, channels 14 to 83?

Yes No

H29. Do you have a battery-operated radio?
Count car radios, transistors, and other battery-operated sets in working order or needing only a new battery for operation.

Yes, one or more No

H30. Do you (or any member of your household) own a second home or other living quarters which you occupy sometime during the year?

Yes No

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The 15-percent and 5-percent forms contain a pair of facing pages for each person in the household (as listed on page 2). Shown on each pair of pages in the 15-percent form are the questions designated as 15-percent here on pages 6, 7, and 8. Shown on each pair of pages in the 5-percent form are the questions designated as 5-percent here on pages 6, 7, and 8.

Name of person on line (1) of page 2

Last name | First name | Initial

15 and 5 percent

13a. Where was this person born? *If born in hospital, give State or country where mother lived. If born outside U.S., see instruction sheet; distinguish Northern Ireland from Ireland (Eire).*

- ○ This State

OR

(Name of State or foreign country; or Puerto Rico, Guam, etc.)

5 percent

b. Is this person's origin or descent— *(Fill one circle)*

- ○ Mexican
- ○ Puerto Rican
- ○ Cuban
- ○ Central or South American
- ○ Other Spanish
- ○ No, none of these

15 percent

14. What country was his father born in?

- ○ United States

OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

15. What country was his mother born in?

- ○ United States

OR

(Name of foreign country; or Puerto Rico, Guam, etc.)

5 percent

16. *For persons born in a foreign country—*

a. Is this person naturalized?

- ○ Yes, naturalized
- ○ No, alien
- ○ Born abroad of American parents

b. When did he come to the United States to stay?

- ○ 1965 to 70
- ○ 1960 to 64
- ○ 1955 to 59
- ○ 1950 to 54
- ○ 1945 to 49
- ○ 1935 to 44
- ○ 1925 to 34
- ○ 1915 to 24
- ○ Before 1915

15 percent

17. What language, other than English, was spoken in this person's home when he was a child? *Fill one circle.*

- ○ Spanish
- ○ French
- ○ German
- ○ Other— *Specify* _____
- ○ None, English only

18. When did this person move into this house (or apartment)? *Fill circle for date of last move.*

- ○ 1969 or 70
- ○ 1968
- ○ 1967
- ○ 1965 or 66
- ○ 1960 to 64
- ○ 1950 to 59
- ○ 1949 or earlier
- ○ Always lived in this house or apartment

19a. Did he live in this house on April 1, 1965? *If in college or Armed Forces in April 1965, report place of residence there.*

- Born April 1965 or later
- ○ Yes, this house ..... *Skip to 20*
- ○ No, different house

(1) State, foreign country, U.S. possession, etc. _____

(2) County _____

(3) Inside the limits of a city, town, village, etc.?

- ○ Yes
- ○ No

(4) *If "Yes,"* name of city, town, village, etc. _____

15 percent

20. Since February 1, 1970, has this person attended regular school or college at any time? *Count nursery school, kindergarten, and schooling which leads to an elementary school certificate, high school diploma, or college degree.*

- ○ No
- ○ Yes, public
- ○ Yes, parochial
- ○ Yes, other private

21. What is the highest grade (or year) of regular school he has ever attended?

Fill one circle. If now attending, mark grade he is in.

- ○ Never attended school— *Skip to 23*
- ○ Nursery school
- ○ Kindergarten

Elementary through high school (grade or year)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○

College (academic year)

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

22. Did he finish the highest grade (or year) he attended?

- ○ Now attending this grade (or year)
- ○ Finished this grade (or year)
- ○ Did not finish this grade (or year)

23. When was this person born?

- ○ Born before April 1956— *Please go on with questions 24 through 41.*
- ○ Born April 1956 or later— *Please omit questions 24 through 41 and go to the next page for the next person.*

5 percent

24. *If this person has ever been married—*

a. Has this person been married more than once?

- ○ Once
- ○ More than once

b. When did he get married? Month | Year

When did he get married for the first time? Month | Year

c. *If married more than once—* **Did the first marriage end because of the death of the husband (or wife)?**

- ○ Yes
- ○ No

15 percent

25. *If this is a girl or a woman—* **How many babies has she ever had, not counting stillbirths?** *Do not count her stepchildren or children she has adopted.*

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 or more ○ None ○

15 percent

26.

a. Has he ever served in the Army, Navy, or other Armed Forces of the United States?

- ○ Yes
- ○ No

b. Was it during— *(Fill the circle for each period of service.)*

- Vietnam Conflict *(Since Aug. 1964)* ..... ○
- Korean War *(June 1950 to Jan. 1955)* ..... ○
- World War II *(Sept. 1940 to July 1947)* ..... ○
- World War I *(April 1917 to Nov. 1918)* ..... ○
- Any other time ..... ○

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27a. Has this person ever completed a vocational training program?
For example, in high school; as apprentice; in school of business, nursing, or trades; technical institute; or Armed Forces schools.

○ Yes ○ No— *Skip to 28*

b. What was his main field of vocational training? *Fill one circle.*

- ○ Business, office work
- ○ Nursing, other health fields
- ○ Trades and crafts *(mechanic, electrician, beautician, etc.)*
- ○ Engineering or science technician; draftsman
- ○ Agriculture or home economics
- ○ Other field– *Specify*

28a. Does this person have a health or physical condition which limits the kind or amount of work he can do at a job?
If 65 years old or over, skip to question 29.

- ○ Yes
- ○ No

b. Does his health or physical condition keep him from holding any job at all?

- ○ Yes
- ○ No

c. *If "Yes" in a or b—* **How long has he been limited in his ability to work?**

- ○ Less than 6 months
- ○ 6 to 11 months
- ○ 1 to 2 years
- ○ 3 to 4 years
- ○ 5 to 9 years
- ○ 10 years or more

QUESTIONS 29 THROUGH 41 ARE FOR ALL PERSONS BORN BEFORE APRIL 1956 INCLUDING HOUSEWIVES, STUDENTS, OR DISABLED PERSONS AS WELL AS PART-TIME OR FULL-TIME WORKERS

29a. Did this person work at any time last week?

- ○ Yes– *Fill this circle if this person did full- or part-time work. (Count part-time work such as a Saturday job, delivering papers, or helping without pay in a family business or farm; and active duty in the Armed Forces)*
- ○ No– *Fill this circle if this person did not work, or did only own housework, school work, or volunteer work.* *Skip to 30*

b. How many hours did he work last week (at all jobs)?
Subtract any time off and add overtime or extra hours worked.

- ○ 1 to 14 hours
- ○ 15 to 29 hours
- ○ 30 to 34 hours
- ○ 35 to 39 hours
- ○ 40 hours
- ○ 41 to 48 hours
- ○ 49 to 59 hours
- ○ 60 hours or more

c. Where did he work last week?
If he worked in more than one place, print where he worked most last week.
If he travels about in his work or if the place does not have a numbered address, see instruction sheet.

(1) Address *(Number and street name)* _____

(2) Name of city, town, village, etc. _____

(3) Inside the limits of this city, town, village, etc.?
- ○ Yes
- ○ No

(4) County _____

(5) State (6) ZIP Code _____

d. How did he get to work last week? *Fill one circle for chief means used on the last day he worked at the address given in 29c.*

- ○ Driver, private auto
- ○ Passenger, private auto
- ○ Bus or streetcar
- ○ Subway or elevated
- ○ Railroad
- ○ Taxicab
- ○ Walked only
- ○ Worked at home
- ○ Other means– *Specify*

After completing question 29d, skip to question 33.

30. Does this person have a job or business from which he was temporarily absent or on layoff last week?

- ○ Yes, on layoff
- ○ Yes, on vacation, temporary illness, labor dispute, etc.
- ○ No

31a. Has he been looking for work during the past 4 weeks?

- ○ Yes ○ No— *Skip to 32*

b. Was there any reason why he could not take a job last week?

- ○ Yes, already has a job
- ○ Yes, because of this person's temporary illness
- ○ Yes, for other reasons (in school, etc.)
- ○ No, could have taken a job

32. When did he last work at all, even for a few days?

- ○ In 1970
- ○ In 1969
- ○ In 1968
- ○ 1964 to 1967
- ○ 1960 to 1963
- ○ 1959 or earlier
- ○ Never worked

Skip to 36

– continued –

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33–35. Current or most recent job activity

Describe clearly this person's chief job activity or business last week, if any. If he had more than one job, describe the one at which he worked the most hours.

If this person had no job or business last week, give information for last job or business since 1960.

33. Industry

a. For whom did he work? *If now on active duty in the Armed Forces, print "AF" and skip to question 36.*

(Name of company, business, organization, or other employer)

b. What kind of business or industry was this?
Describe activity at location where employed.

(For example: Junior high school, retail supermarket, dairy farm, TV and radio service, auto assembly plant, road construction)

c. Is this mainly— *(Fill one circle)*

- ○ Manufacturing
- ○ Wholesale trade
- ○ Retail trade
- ○ Other *(agriculture, construction, service, government, etc.)*

34. Occupation

a. What kind of work was he doing?

(For example: TV repairman, sewing machine operator, spray painter, civil engineer, farm operator, farm hand, junior high English teacher)

b. What were his most important activities or duties?

(For example: Types, keeps account books, files, sells cars, operates printing press, cleans buildings, finishes concrete)

c. What was his job title?

35. Was this person— *(Fill one circle)*

- ○ Employee of private company, business, or individual, for wages, salary, or commissions
- ○ Federal government employee
- ○ State government employee
- ○ Local government employee *(city, county, etc.)*
- ○ Self-employed in own business, professional practice, or farm—
  - ○ Own business not incorporated
  - ○ Own business incorporated
- ○ Working without pay in family business or farm

36. In April 1965, what State did this person live in?

- ○ This State

OR

(Name of State or foreign country; or Puerto Rico, etc.)

37. In April 1965, was this person— *(Fill three circles)*

a. Working at a job or business *(full or part-time)?*
○ Yes ○ No

b. In the Armed Forces?
○ Yes ○ No

c. Attending college?
○ Yes ○ No

38. *If "Yes" for "Working at a job or business" in question 37—* **Describe this person's chief activity or business in April 1965.**

a. What kind of business or industry was this?

b. What kind of work was he doing (occupation)?

c. Was he—

An employee of a private company or government agency... ○
Self-employed or an unpaid family worker ... ○

39a. Last year (1969), did this person work at all, even for a few days?

○ Yes ○ No— *Skip to 41*

b. How many weeks did he work in 1969, either full-time or part-time?
Count paid vacation, paid sick leave, and military service.

- ○ 13 weeks or less
- ○ 14 to 26 weeks
- ○ 27 to 39 weeks
- ○ 40 to 47 weeks
- ○ 48 to 49 weeks
- ○ 50 to 52 weeks

40. Earnings in 1969— *Fill parts a, b, and c for everyone who worked any time in 1969 even if he had no income.*
(If exact amount is not known, give best estimate.)

a. How much did this person earn in 1969 in wages, salary, commissions, bonuses, or tips from all jobs?
(Before deductions for taxes, bonds, dues, or other items.)
$ .00 *(Dollars only)* OR ○ None

b. How much did he earn in 1969 from his own nonfarm business, professional practice, or partnership?
(Net after business expenses. If business lost money, write "Loss" above amount.)
$ .00 *(Dollars only)* OR ○ None

c. How much did he earn in 1969 from his own farm?
(Net after operating expenses. Include earnings as a tenant farmer or sharecropper. If farm lost money, write "Loss" above amount.)
$ .00 *(Dollars only)* OR ○ None

41. Income other than earnings in 1969— *Fill parts a, b, and c.*
(If exact amount is not known, give best estimate.)

a. How much did this person receive in 1969 from Social Security or Railroad Retirement?
$ .00 *(Dollars only)* OR ○ None

b. How much did he receive in 1969 from public assistance or welfare payments?
Include aid for dependent children, old age assistance, general assistance, aid to the blind or totally disabled. Exclude separate payments for hospital or other medical care.
$ .00 *(Dollars only)* OR ○ None

c. How much did he receive in 1969 from all other sources?
Include interest, dividends, veterans' payments, pensions, and other regular payments. (See instruction sheet.)
$ .00 *(Dollars only)* OR ○ None

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